DOCUMENT RESUME

ED 079 751 CS 200 643

| | |
|---|---|
| AUTHOR | Saporito, Leo C., Ed.; And Others |
| TITLE | English Language Arts Curriculum Guide, Intermediate Elementary Level: Grade 4. |
| INSTITUTION | Vermilion Parish School Board, Abbeville, La. |
| PUB DATE | 70 |
| NOTE | 84p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | Behavioral Objectives; Composition (Literary); *Curriculum Guides; *English Curriculum; *Grade 4; Handwriting; Informal Reading Inventory; *Language Arts; Linguistics; Listening; Literature; Reading; Reading Materials; Spelling |
| IDENTIFIERS | Elementary Secondary Education Act Title III |

ABSTRACT

Prepared for use in grade four, this language arts curriculum guide bases its reading strand on "Roads to Everywhere" (Ginn 100), the English strand on "Roberts English Series" (Harcourt), the spelling strand on "Sound and Sense in Spelling" (Harcourt), and the handwriting strand on "Better Handwriting for You" (Noble and Noble). Some of the divisions in the guide are given to general and specific objectives for language arts, time allotments, a linguistic program, a proofreading checklist for written composition, reading, an informal reading inventory, reading levels, suggested stories for oral reading, a list of spelling "demons," handwriting, listening activities, literature, and oral composition. (HOD)

# ENGLISH LANGUAGE ARTS

## GRADE 4

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## VERMILION PARISH LANGUAGE ARTS CURRICULUM GUIDE

1970

ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE III
A COMPREHENSIVE PROJECT FOR IMPROVEMENT IN LEARNING

Return to Principal upon
termination of assignment.

# English Language Arts Curriculum Guide
## Intermediate Elementary Level

## GRADE FOUR

Under the Direction
of
Leo C. Saporito
English Specialist
Vermilion Parish Schools

Issued by
Vermilion Parish School Board
Dr. Joseph C. Kite, Superintendent
1970

# FOREWORD

Over the years the Vermilion Parish Public Schools have had a successful English Language Arts program, but while the whole pace of life around us is being changed beyond recognition, we cannot stand still. As we look to the future, we can be sure of one thing -change will be the pervasive characteristic of our lives.

Our English Language Arts curriculum and instructional program must be flexible and resilient enough to meet the test of change and new developments as they occur in field of English Language Arts. Teachers and administrators must hold in constant review the existing program and make necessary changes and adaptations that will enable students to function effectively in our contemporary society.

This curriculum guide is the product of a cooperative effort involving teachers and administrative and supervisory personnel. I feel the curriculum committee under the direction of Mr. Leo C. Saporito has done an excellent job of preparing this guide, which should make it simpler and easier for teachers to complete more successfully the teaching of English Language Arts.

This is a tentative guide. Your active involvement and participation in the continuing development and strengthening of our English Language Arts curriculum is encouraged. The curriculum committee will welcome suggestions and comments from

teachers and parents throughout the school year. Revisions and modifications of the guide will be made as required and/or deemed necessary.

Schools in this country have set the pattern for the world by making room for every child, but that objective is being superseded by another--quality education for every child. This is the objective for our schools--a system for all, dedicated to the pursuit of excellence.

I urge all teachers to work diligently in helping children achieve success with this program and, in so doing, help our school system achieve a higher standard of excellence.

Joseph C. Kite, PH.D.
Superintendent of Schools

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ACKNOWLEDGMENTS

The construction of this curriculum guide is an outstanding example of cooperation in the process of curriculum development in the Vermilion Parish Schools. The guide is the culmination of efforts of teachers, administrators, and consultants working together. Such an organization approaches the ideal of total-staff involvement.

Special gratitude is expressed to Nelwyn M. Musumeche, Mildred A. Guidry and Sue F. Hargrave for interpreting and typing our scribbling, to Wilmer Geoffroy for the printing of the guide, to Jeanne P. Sellers for assistance with research.

English Language Arts Curriculum Committee
Intermediate Elementary Level

GRADE FOUR

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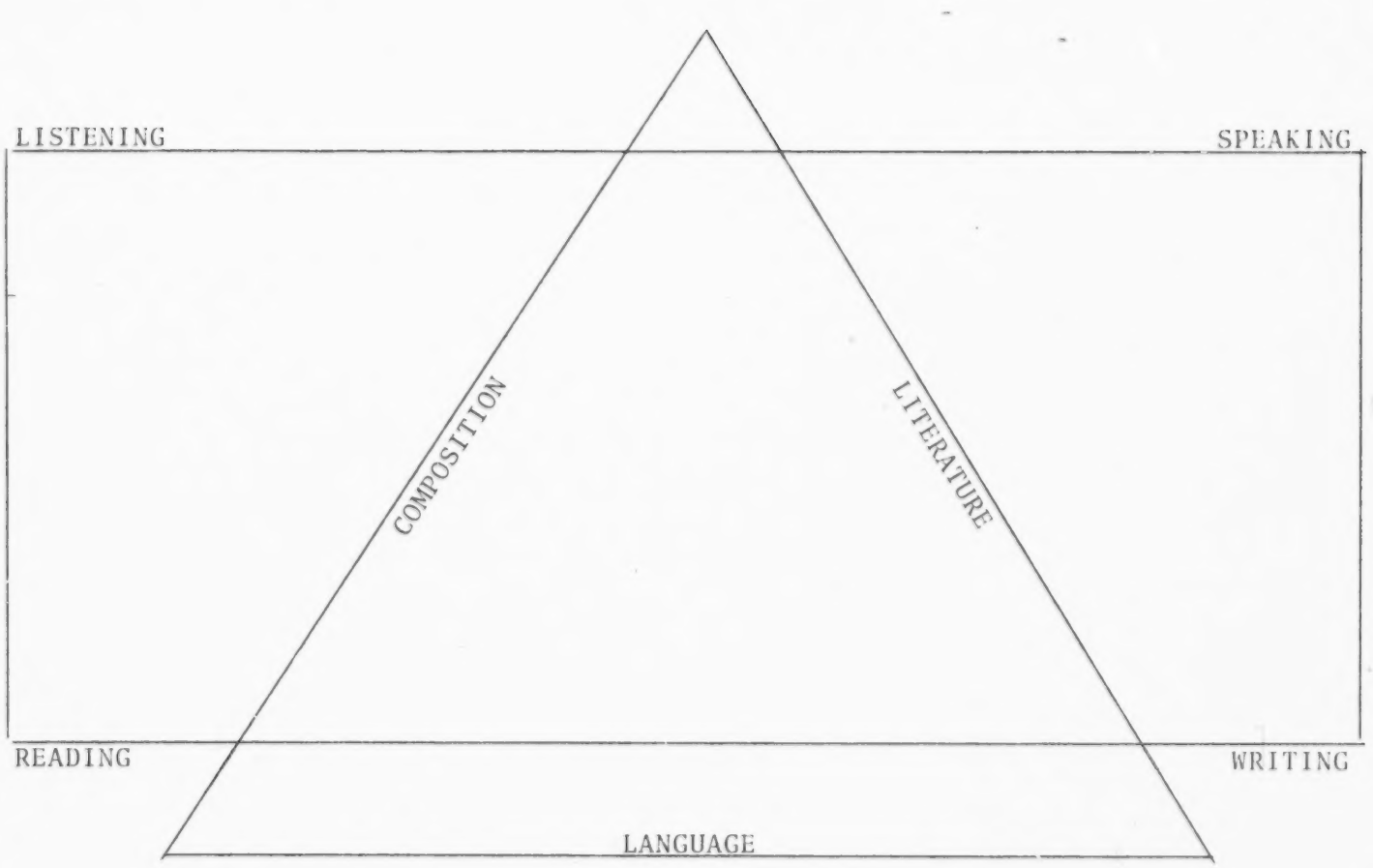
# VERMILION PARISH SCHOOLS

## Philosophy of Education

The Vermilion Parish Schools have the responsibility to provide educational opportunities which will prepare the individual for the society in which he lives and equip him with the necessary skills, attitudes, habits of mind, kinds of knowledge and understanding that will be his instrument for evaluating and effecting worthwhile changes in himself and mankind.

These responsibilities can best be achieved and sustained when the school system works in concert with the home, church, and community to promote the growth and development of the individual and of society.




ENGLISH DEFINED: English is comprised of language skills--listening, speaking, reading, writing--along with the three related areas of English content: language, composition, and literature. By this definition English consists of both content and skills. The definition makes possible a determination of what belongs in an English course and of how to set priorities in time and emphasis.

# THE ENGLISH LANGUAGE ARTS

## Introduction

There is no subject of greater value for the child than English Language Arts. All future learning and academic success is dependent upon the acquisition of reasonable facility in the language arts--the ability to think clearly and to organize thoughts effectively in order to become proficient in reading, writing, listening, and speaking. To think and to communicate with others is basic to all human behavior.

The child's understanding and appreciation of his surroundings, his interpretation of his own experiences, and his ability to meet the challenge of an expanding world are largely dependent upon his mastery of the English language. The usage of his language plays a major part in determining the quality of his life.

In a broad sense, the language arts may be thought of as the skills which are receptive and those which are expressive. The receptive skills permit a person to receive ideas from others. The expressive language skills permit the expression of ideas to others.

The approach to language affects the depth of learning. The child needs careful guidance and a well-developed program to understand his language so that he can manipulate it to serve his needs.

## General Objectives

1. To help the child acquire an appreciation of the development, the power, and the significance of language as a tool for communication.

2. To assist the child to become efficient in the language arts skills of reading, listening, observing, oral and written expression, spelling and handwriting.

3. To contribute to the growth of each individual child in ability to communicate ideas correctly, effectively, fluently, and interestingly.

4. To diagnose the limitations of all students and to meet the individual needs.

5. To construct a sequential program through the interaction of literature, composition, and language.

## Specific Objectives

### 1. Listening

1. To provide readiness for listening activities.
2. To select appropriate materials for listening purposes.
3. To help the child recognize desirable physical and psychological aspects of listening situations.
4. To teach the child how to decide at which level of listening he should function.
5. To teach the child to become more discriminating in his listening.

### II. Reading

1. To teach every child to read to the best of his ability.
2. To develop in every child reading habits and skills at his own rate of learning.

II. Reading (Cont'd)

3. To make the child increasingly aware of the purposes for which he reads, and of his progress in reading.
4. To develop in the child the ability to use reading materials independently.
5. To provide for the child with a balanced and varied program of reading activities.

## III. Literature

1. To help the child acquire desirable reading interests, tastes, and attitudes.
2. To help the child discover the values of reading and to get into the habit of spending some of his uncommitted time in reading.
3. To help the child read in a variety of materials, both poetry and prose.
4. To acquaint the child with the literary heritage of the human race.

III. Literature (Cont'd)

5. To develop a realization of the power and beauty of our language.
6. Ultimately, to promote the personal and social adjustment of the child.

## IV. Oral Expression

1. To help the child develop facility in spontaneity of effective language expression.
2. To assist the child in learning to speak to and with people with no inhibitions other than those imposed by good social usage.
3. To aid the child in developing facility in functional language activities such as:
   a. Participating in discussions
   b. Carrying on conversations
   c. Telephoning
   d. Giving directions

IV. Oral Expression (Cont'd)

e. Story telling

f. Dramatizing

g. Carrying on simple parliamentary procedures

## V. Written Expression

1. To provide many opportunities for a child to write.
2. To teach the child the process of focusing on, organizing, and developing his ideas into effective and meaningful language.
3. To help the child develop functional facility in written expression by providing the type of writing activities which society expects of its educated citizens.
4. To teach handwriting and spelling as a means to written expression.
5. To aid the child in evaluating his own speaking and writing in regard to content, organization, and presentation.

V. Written Expression (Cont'd)

6. To help the child to grow and take delight in expressing himself creatively.
7. To help the child become aware of reading as a stimulus for expression of one's thoughts and feelings.

## VI. Language

1. To help the child become aware of the importance of oral and written language as a vehicle of human communication.
2. To teach that language is a system of arbitrary symbols, both oral and written, that can be manipulated to communicate thoughts and feelings.
3. To teach the child the basic structures and patterns in the English language, both oral and written.
4. To develop the understanding that language changes in and through history.

VI. Language (Continued)

5. To teach the child the various areas of language study--reading, listening, writing, speaking.
6. To assist the child in making reasonable judgments about the language pervading his environment.
7. To encourage the child to choose language appropriate to the situation.
8. To encourage the child to be receptive to changes which develop in his language and environment.
9. To foster the acceptance of language differences of others.
10. To provide the child with opportunities to express himself fluently, audibly with order, logic and a variety of usage.

# ENGLISH LANGUAGE ARTS - GRADE 4

## Suggested Time Allotments

| | | |
|---|---|---|
| Linguistics | | 50 min. |
| Reading | | 60 min. |
| | Basal text | 60% |
| | Supplementary materials | 20% |
| | Free reading | 20% |
| Spelling and Handwriting | | 15 min. |

## Adopted Texts for Language Arts

| | |
|---|---|
| Reading: | Ginn 100 Edition Roads to Everywhere |
| English: | Harcourt Brace & World Roberts English Series 4 |
| Spelling: | Harcourt Brace & World Sound and Sense in Spelling 4 |
| Handwriting: | Noble and Noble Better Handwriting For You 4 |

The time blocks as established by this committee are not designed to be adhered to unalterably by every teacher. They are designed rather to provide a general basis, or a time guide, whereby each teacher can endeavor to teach effectively the ten parts of The Roberts English Series, as presented by the publishers, in approximately thirty weeks of actual time. Further study by teachers using this linguistic program will be needed if we are to establish more exact teaching time schedules for developing fully the reading passage and the grammar strand in each section of the textbook.

This committee realizes fully the problems encountered with the initial implementation of a linguistics program. Children who encounter the series for the first time in the fifth or the sixth grade are faced with difficulties. These children must be provided with materials for review, reteaching, and catching-up. Diagnostic testing, as provided in the workbook, should precede the selection and use of these materials. It is understandable that all of this takes time and delays the rate of progress. The first step toward the elimination of these obstacles is the full implementation of the linguistics program at all elementary grade levels.

The Roberts English Series is a sequential linguistics program which builds and provides a continuity of progression. For this reason, we believe that the teacher

must teach the lessons in the same order they are presented in the text. Each lesson presupposes what went before. It may often be necessary to go back for reteaching of parts that have not been learned well enough, but the teacher should never skip parts or lessons in hope of "advancing" more readily or "covering" the book. Skipping intermittent lessons or parts will only cause bewilderment and confusion among students.

This committee believes, further, that the record album which accompanies the text is a necessary and vital part of the total program. Selective use of the workbook which accompanies the text makes it possible for the child to put into actual practice the linguistic skills which are taught from the textbook. Undue emphasis and unnecessary use of the workbook can prove to be too time-consuming.

Supplementing the basal text with traditional, nonlinguistic materials and drills is not recommended. Proper evaluation of this program demands that the Roberts Linguistics Program be developed to its fullest extent.

Much emphasis in this series is based upon written composition. In grades four, five, and six the primary purpose of composition is to foster creative expression and to develop the skills of writing. Special care must be taken to encourage and not to discourage creativity. Therefore, grading, criticizing, and marking of papers at these grade levels by the teacher is not recommended. The skills of writing can be best

developed when the child acquires the ability to proofread and evaluate his own compositions. It is the teacher's responsibility, through praise and encouragement, to provide the proper motivation for a disciplined program of self-correction.

Seventh grade students should be introduced to the high school method for evaluating written composition. At this time compositions will be read, corrected, graded, and returned by the teacher. The students will correct and revise their papers according to a standard procedure. A copy of the high school grading system for written compositions is included in the guides for seventh and eighth grade.

A LINGUISTICS PROGRAM
GRADE 4

| LITERATURE<br>Vocabulary Meaning | SOUNDS & LETTERS | GRAMMAR | COMPOSITION<br>Oral | <br>Written | COMMENTS |
|---|---|---|---|---|---|
| PART 1<br>Three weeks<br><br>A Poem - "Stopping by Woods on a Snowy Evening" | Rhyme<br>The Vowel Sounds /i/, /e/, and /a/ | Subjects and Predicates | | Writing | Grading of written composition is not recommended at this level. |
| A Poem - "Noise" | The Vowel Sounds /u/ and /o/ | The Noun Phrases | | | Record 4A |
| A Poem - "The Wind" | The Simple Vowels | The Word <u>be</u> | | | Record 4A<br>Dictionary Definitions |
| A Poem - "White Butterflies" | Two Complex Vowels /ī/ and /ē/ | Adjectives | | A Paragraph to Write | Record 4A<br>Tests and Review |

A LINGUISTICS PROGRAM
GRADE 4

| LITERATURE<br>Vocabulary Meaning | SOUNDS & LETTERS | GRAMMAR | COMPOSITION<br>Oral | <br>Written | COMMENTS |
|---|---|---|---|---|---|
| PART 2<br>Three weeks<br><br>A Poem - "The Sea Shell" | The Vowel Sounds /ī/ and /ē/ | Verbs | | | Record 4A |
| A Poem - "The Table and the Chair"(Stanzas one and two) | Rhyme<br>The Vowel Sound /a/ | Predicates | | Writing letters | Record 4A<br>Teaching the whole poem at once sustains interest |
| A Poem - "The Table and Chair" (Stanzas three to five) | The Vowel Sound /ā/<br>Complex Vowels at the End of Words | Adjectives After Verbs | | | Record 4A |
| A Poem - "The Poem About the Train" | The Vowel Sound /ū/ | A Grammar Review | Etymology | A Paragraph to Write | Record 4A<br>Tests and Review |

A LINGUISTICS PROGRAM
GRADE 4

| LITERATURE<br>Vocabulary Meaning | SOUNDS & LETTERS | GRAMMAR | COMPOSITION<br>Oral Written | COMMENTS |
|---|---|---|---|---|
| PART 3<br>Three weeks<br><br>A Myth - "The Story of Daphne" (First Part) | The Vowel Sound /ō/ | Review: Nouns and Phrases<br>Proper Nouns | | Teaching the whole myth at once sustains interest |
| "The Story of Daphne" (Second Part) | Review: Vowel Sounds | Proper Nouns and Common Nouns | A Story to Write | |
| "The Story of Daphne" (Third Part) | The Consonants /p/ and /t/ | Noun Phrases as Objects | Etymology | |
| A Fable - "The Grasshopper and the Ant" | The Consonants /p/ and /t/ after Complex Vowels | Personal Pronouns | Etymology | Tests and Review |

A LINGUISTICS PROGRAM
GRADE 4

| LITERATURE<br>Vocabulary Meaning | SOUND & LETTERS | GRAMMAR | COMPOSITION<br>Oral Written | COMMENTS |
|---|---|---|---|---|
| PART 4<br>Three weeks<br><br>A Poem - "The Old Stone House" | The Consonant Sound /k/ | Personal Pronouns with Forms of <u>be</u> | A letter to Write | Record 4A |
| A Poem - "The Story of Johnny Head-in-Air" (Stanzas one and two) | The Final /k/ Sound | Contractions | | Record 4A<br>Teaching the whole poem at once sustains interest |
| "The Story of Johnny Head-in-Air" (Stanzas three and four) | The Vowel Sound /oo/ | Adverbials | | Record 4A |
| "The Story of Johnny Head-in-Air" (Stanzas five and six) | The Consonant Sound /ch/<br>The Spelling Rule for /ch/ | Kinds of Adverbials | A writing assignment | Record 4A<br>Tests and Review |

A LINGUISTICS PROGRAM
GRADE 4

| LITERATURE<br>Vocabulary Meaning | SOUNDS & LETTERS | GRAMMAR | COMPOSITION<br>Oral Written | COMMENTS |
|---|---|---|---|---|
| PART 5<br>Three weeks<br><br>A Poem - "My Heart's in the Highlands" | The Consonant Sounds /b/ and /d/ | Noun Phrases as Objects of Prepositions | | Record 4A |
| A Poem - "Casey Jones" (Stanzas one to three) | The Consonant Sound /g/ | Review: Noun Phrases Personal Pronouns as Objects | A Writing Assignment | Record 4A |
| "Casey Jones" (Stanzas four to seven) | The Consonant Sound /j/ | Grammar-<br>A Review | | Record 4A<br>Morphology |
| A Poem - "The Doze" | The Consonant Sounds /f/ and /v/ | Noun Phrases Used as Complements | A Writing Assignment | Record 4A<br>Tests and Review |

A LINGUISTICS PROGRAM
GRADE 4

| LITERATURE<br>Vocabulary Meaning | SOUNDS & LETTERS | GRAMMAR | COMPOSITION<br>Oral | <br>Written | COMMENTS |
|---|---|---|---|---|---|
| PART 6<br>Three weeks<br><br>A Poem - "The Calf Path" (Stanzas one to three) | The Consonant /f/ at the end of Words | Indefinite Pronouns | | | Record 4A<br>Teaching the whole poem at once sustains interest |
| "The Calf Path" (Stanzas four and five) | The Consonant Sound /s/ | Plurals of Nouns | | | Record 4A<br>Morphology |
| "The Calf Path" (Stanzas six to eight) | The Sound /z/ | Special Noun Plurals | | A Moral to Write | Record 4A |
| A Poem - "The Frog" | Final /s/ and Final /z/ | Irregular Noun Plurals | Etymology | A Paragraph to Write | Record 4A<br>Tests and Review |

A LINGUISTICS PROGRAM
GRADE 4

| LITERATURE<br>Vocabulary Meaning | SOUNDS & LETTERS | GRAMMAR | COMPOSITIONS<br>Oral | <br>Written | COMMENTS |
|---|---|---|---|---|---|
| PART 7<br>Three weeks<br><br>A Story - "The Travels of a Fox" (First Part) | The Consonant Sound /sh/ | Spelling the Plural of Nouns Tense Forms of be | | | Teaching the whole story at once sustains interest |
| "The Travels of a Fox" (Second Part) | The Consonant Sound /r/ | Agreement of Subjects and Forms of be | | A Writing Assignment | |
| "The Travels of a Fox" (Third Part) | The Consonant Sound /1/ | Present and Past Tense of Verbs | | Quotation Marks | |
| "The Travels of a Fox" (Fourth Part) | A Spelling Problem The Vowel Sound /au/ | Agreement of Subject and Verb | | A Letter About School | Tests and Review |

A LINGUISTICS PROGRAM
GRADE 4

| LITERATURE<br>Vocabulary Meaning | SOUNDS & LETTERS | GRAMMAR | COMPOSITION<br>Oral | <br>Written | COMMENTS |
|---|---|---|---|---|---|
| PART 8<br>Three weeks<br><br>A Poem - "W is for Witch" | Other Ways of Spelling the /au/ Sound | Spelling the s Form of Verbs<br>The Past Tense of Verbs | | | Record 4A |
| A Poem - "The Ad-dressing of Cats" (First Part) | The Consonant Sound /m/ | Verbs with Irregular Past Tense Forms | Etymology | A Paragraph to Write | Teaching the whole poem at once sustains interest |
| "The Ad-dressing of Cats" (Second Part) | The Consonant Sound /n/ | Other Verbs with Irregular Past Tense Forms | | | |
| "The Ad-dressing of Cats" (Third Part) | The Vowel Sound /ou/ | Most Irregular Past Tense Forms | | A Description to Write | Morphology Tests and Review |

A LINGUISTICS PROGRAM
GRADE 4

| LITERATURE<br>Vocabulary Meaning | SOUNDS & LETTERS | GRAMMAR | COMPOSITION<br>Oral Written | COMMENTS |
|---|---|---|---|---|
| PART 9<br>Three weeks<br><br>A Poem - "The Plaint of the Camel" (Stanzas one and two) | The Vowel Sound /oi/ | More Irregular Past Tenses | | Teaching the whole poem at once sustains interest<br>Morphology |
| "The Plaint of the Camel" (Stanzas three to five) | Rhyme<br>Review 1: Simple Vowel Sounds | Possessives of Personal Pronouns | Etymology A Paragraph to Write | |
| A Poem - "Rebecca" (Stanzas one and two) | Review 2: Some Complex Vowel Sounds | The Possessive Transformation | | Teaching the whole poem at once sustains interest |
| "Rebecca" (Stanzas three to five) | Review 3: Vowel Sounds | More Possessive Transformations | A Picture to Describe | Tests and Review |

A LINGUISTICS PROGRAM
GRADE 4

| LITERATURE<br>Vocabulary Meaning | SOUNDS & LETTERS | GRAMMAR | COMPOSITION<br>Oral | <br>Written | COMMENTS |
|---|---|---|---|---|---|
| PART 10<br>Three weeks<br><br>A Poem - "The Pigtail" (Stanzas one to three) | Review 1: Consonant Sounds | The Possessive Form of Other Noun Phrases | | | Teaching the whole poem at once sustains interest |
| "The Pigtail" (Stanzas four to six) | Two Spelling Problems<br>Review 2: Consonant Sounds | More Possessives | Etymology | A Paragraph to Write | Morphology |
| A Poem - "Daffodils" (Stanzas one and two) | Review 3: Consonant Sounds | The Possessive of Plural Noun Phrases | | | Teaching the whole poem at once sustains interest |
| "Daffodils" (Stanzas three and four) | Review 4: Consonant Sounds | Review: Predicates with Forms of <u>be</u> | | A Paragraph to Write | Tests and Review |

## PROOFREADING CHECKLIST FOR WRITTEN COMPOSITION

Appearance

- Margins (top, bottom, right, left)
- Handwriting
- Indentions
- Title centered
- Skip a line after title
- Neatness
- Writing materials (paper and pen)

Mechanics

- Capitalization
- Punctuation
- Spelling

Sentence Structure

- Grammar essentials for particular grade
- Run-on sentences
- Sentence fragments
- Variety of sentences

Organization and Originality

- Organization
  - Logical arrangement of sentences
  - Topic sentence
  - Satisfying conclusion
  - Beginning new paragraphs
  - Unity (sticking to the subject)
  - Developing topic completely
- Originality
  - Imagination
  - Better word choice
  - Creative and independent writing

## INTRODUCTION TO READING

A systematic, co-ordinated program of reading instruction is needed throughout the elementary and junior high schools. It is for this reason that the Ginn Basic Reading Program has been adopted and extended through grades seven and eight.

While some seventh and eighth grade pupils may be ready for reading taught as a literature class, most of these pupils are in need of acquiring more reading skills and reinforcing those skills already learned.

Incidental reading instruction at any grade level, including the upper grades, does not produce the same results as a planned program. The abundance of supplementary materials present in our schools is indeed, an asset. Yet, care must be taken to assure that these materials are part of a planned program. To avoid their incidental use and to insure a planned program, these supplementary materials have been placed in the program. Our effort was to relate them to the basal reader by content and skills.

Because of the Ginn program's completeness, by way of its continuity in growth of abilities, variety of activities, organization of

experiences, and content of important ideas, we strongly recommend the reading teacher's close adherence to the program. The importance of the teacher's manual and it being closely followed cannot be too strongly emphasized.

This program is going to be evaluated carefully. The Ginn Achievement Test, which accompanies each test, will be administered in addition to the Stanford Achievement Test. The most important factor in the evaluation process will be the opinions of the reading teachers.

The purpose of an informal reading inventory is to help teachers determine the reading levels of children in their classrooms. Various simple techniques may be used to administer the inventory. Descriptions of these techniques may be found in the Ginn manual, the Caddo Parish materials, or in The Graded Selections for Informal Reading Diagnosis by Nila Benton Smith which may be found in the Professional Library. The results are to be filed in the child's cumulative records.

## DETERMINING READING LEVELS

1. Independent Level - The highest level at which the child can read with full understanding and without difficulty.
   (a) Comprehension: 90% or better accuracy
   (b) Freedom from symptoms of tension
   (c) Rhythmical oral reading: 99% or better accuracy in word recognition, conversational tone, etc. (not more than one unknown word in each 20 words)

2. Instructional Level - The level at which systematic instruction can be initiated.
   (a) Comprehension: 75% minimum
   (b) Freedom from symptoms of tension
   (c) Rhythmical oral reading: 95% or better accuracy in word recognition, conversational tone, etc. (not more than one unknown word in each 20 words)

3. Frustration Level - The level at which the individual is thwarted and reading success is impossible.
   (a) Comprehension: 50% or less
   (b) Symptoms: tension, finger pointing, lip movement, vocalization, head movement, withdrawal, etc.
   (c) Oral reading rhythmical, high pitched voice, meaningless substitutions, etc.

4. Listening Level - Hearing Level - Capacity Level (not I.Q.)
   (a) Comprehension: 75% minimum
   (b) Ability to relate experience to information gained through listening
   (c) Ability to use language structure and vocabulary comparable to material heard.

INFORMAL READING INVENTORY
SYSTEMATIC RECORDING OF ERRORS

| | |
|---|---|
| Substitution | She is<br>~~We are~~ |
| Addition | The little<br>^<br>girl |
| Omission | The (nice) boy |
| Repetition | We can dig<br>=== ======= |
| Phrasing | I /went// to (make notations) |
| Help given | //// /blaze/ (after 5 seconds of hesitation, help the child with the word) |

Notations

| | |
|---|---|
| Lip movement | LM |
| Finger pointing | FP |
| Head movement | HM |

## Sample Informal Reading Inventory

Peter liked everything about the seashore. He ~~liked~~ biked the way/the waves//rolled in/

HM and/the/way the water changed ~~color~~ colors with the sky. He liked to //// /listen/ to the stories the fisherman told as they fixed mixed their nets/on the beach/.

FP He liked most of all to hear often Fisherman Bill tell/about//the Bad White Whale.

"He seemed to lie in wait for//fishermen returning//home with a big catch. Just when the wharf was in sight, up came this white whale.

"First /he surfaced/and//// /blew/ water up like a ~~tall~~ tail white feather. Then he dived down into/the ocean and came/up from under the boat.'

"Boat, fisherman, and fish, all were turned over into the water."

Fisherman Bill would//// /shake/ his bed head.

"He was a bad white whale if there ever was one!"

## KEEPING CUMULATIVE RECORDS

Each teacher is to file the following information in the child's cumulative record folder. The results of these tests will be of the greatest help to you and the succeeding teachers in determing each child's needs and his stage of development.

1. Ginn Readiness Test results
2. Informal Reading Inventory
3. Interest Inventory from Readiness Test
4. Handwriting Pre-Test and Post-Test
5. Any other diagnostic tests administered such as the McCullough Word-Analysis Test
6. Ginn Achievement Test results
7. Standard Achievement Test results
8. Vermilion Parish Reading Record Form

A GUIDE TO USING SUPPLEMENTARY MATERIALS

TO ACCOMPANY ROADS TO EVERYWHERE, 100 EDITION

| Basal Selections | | | Supplementary Materials | |
|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Unit I Adventure Waits<br>Time: Four Weeks | Children who have had adventures show courage | | Reader's Digest 4 "The Boy Who Could Never Run" | |
| Selection: "Benjie and the Pilot" | Early mail service | Table of contents; proving opinions; alphabetizing | Reader's Digest 4 "Flying Doctors of the Outback" | |
| Selection: "Skating Party" | Ice skating; making new friends | Sequence; main and subordinate ideas | Controlled Reader D-9 "Jeremy and the Indian Boy" | Gates Peardon Elem. SA |
| Selection: "Back of the Bus" | Bicycle riding, safety rules for activities | Details; figurative language; skimming | Controlled Reader D-10 "Scuba Diving" | Gates Peardon Elem. RD |
| Selection: "Becky and the Bandit" | Gold mining in California, pioneer children facing danger | Listening; using evidence to make judgments; imagery; reference skills | Controlled Reader D-11 "Everglades Boy" | |

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|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Selection: "Daniel Boone" | Pioneers needed personal courage, resourcefulness, neighborliness for survival | Main ideas, writing titles; map reading; thinking critically | Controlled Reader DD-25 "Mrs. Scott's Escape" | Gates Peardon Elem. SA |
| Poem: "If Only...." | Where would you wish to go for excitement or adventure? | | | |
| Unit II Old Favorites Time: Four Weeks | Legends and myths from Germany, China, Scotland, Greece and India. | | | |
| Selection: "The Brave Little Tailor" | Grimm tale | Sequence; reference skills; main ideas; details | Controlled Reader DD-8 "Rumpelstilskin" | Gates Peardon Elem. SA--Gates Peardon Elem. RD |
| Selection: "The Stone Cutter" | Oriental tale | Sequence; details | Controlled Reader D-18 "The Ten Suns and the Great Archer" | Gates Peardon Elem. RD |

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| Basal Selections | | | Supplementary Materials | |
|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Selection: "Bruce and the Spider" | Scottish legend | Forming opinions, finding solutions to problems | Controlled Reader DD-2 "The Life of a Spider" | |
| Poem: "Spider Webs"<br>Poem: "Someone"<br>Poem: "Windy Nights" | Fear; sounds at night; outside noises<br>Sounds | | Controlled Reader DD-16 "The Ghost of the Canyon" | |
| Selection: "The Flight of Icarus" | Greek myth | Main idea; sequence; reference skills; making judgments | Controlled Reader DD-21 "Daedalus and Icarus" | Gates Peardon Elem. SA |
| Selection: "The Brahman and the Tiger" | Table from India | Dramatization; details; seeing traits; reference skills | Controlled Reader DD-1 "The Magic Horse" | Gates Peardon Elem. SA |

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| Basal Selections | | | Supplementary Materials | |
|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Unit III Wheels and Wings<br>Time: Four Weeks | Early automobiles, airplanes, locomotives, a helicopter ride, a trip to the moon, problems and difficulties that men faced in the development and use of machines. | | | |
| Selection: "The Family Who Had Never Had an Automobile" | Early automobiles; distrust of the new | Main idea; discerning character | Controlled Reader D-2 "Steam Fights the River" | Gates Peardon Elem. SA |
| Selection: "Twelve Seconds" | The Wright Brothers; first airplane | Judging and evaluating notetaking; outlining | | |
| Selection: "The River of Iron" | Indians and the early railroad; conflict between a primitive culture and an advanced one | Details; listening, using an index | | Gates Peardon Elem. RD |

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TO ACCOMPANY ROADS TO EVERYWHERE, 100 EDITION

| | Basal Selections | | Supplementary Materials | |
|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Poem: "B's the Bus" and "J's the Jumping Jay-Walker" | | | | |
| Selection: "The Chopper" | A helicopter ride in Chicago | Inferences; drawing conclusions; outlining | | |
| Poem: "Cockpit in the Clouds" | Flying over large cities | | Reader's Digest 4 "Don't Look at Your Feet" | |
| Selection: "To The Moon and Back" | Imaginative conception of travel into outer space | Interpreting details; drawing conclusions | Reader's Digest 4 "Out of This World" | |
| Poem: "Night Plane" | Description of a plane flying overhead at night | | | |

## A GUIDE TO USING SUPPLEMENTARY MATERIALS

## TO ACCOMPANY ROADS TO EVERYWHERE, 100 EDITION

| Basal Selections | | | Supplementary Materials | |
|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Unit IV They Worked to Win<br>Time: Four Weeks | Achievement means work and perseverance; different relationships among people | | | |
| Selection: "Magic Money" | Costa Rica; generous spirit and will to work | Recalling details; making inferences | Controlled Reader DD-13 "Lady Egypt" | Gates Peardon Elem. RD |
| Poem: "Dreams" | Dreams and goals | | Controlled Reader D-6 "Favor for Eric" | |
| Selection: "Joey's Job" | A family emergency reveals the ability of children to accept responsibility and gain from the experience | Main and subordinate ideas; sequence; reading a diagram | | Gates Peardon Elem. SA |
| Poem: "New Frontiers" | | | Controlled Reader D-14 "Roger Williams and His Colony of Free Men" | |

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|---|---|---|---|---|
| Stories and Poems | | | | |
| Selection: "Old Tom" | Friendships are built through mutual respect and consideration | Evaluating stories | Controlled Reader DD-10 "Raymond Nobel" | |
| Poem: "Lincoln" | Lincoln shcwed in his youth what kind of man he would be | | Controlled Reader D-23 "Night Train Through Baltimore" DD-18 "Mother of a Soldier" | |
| Poem: "Dogs and Weather | Selecting a dog to match the weather | | Controlled Reader D-17 "Fire Alarm" | |
| Selection: "The Seventh Pup" | An orphan who over-comes difficulities by training a Boston terrier | Main ideas and details; using maps | Controlled Reader DD-20 "Wrinkles" Reader's Digest 4 "Queer Things About Your Dog" | Gates Peardon Elem. SA Gates Peardon Elem. RD |

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|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Unit V Here Comes the Animals<br>Time: Four Weeks | Animals in their natural environments as they meet the daily struggle for survival | | Reader's Digest 4 "How We Caught the Deer Swallower" Controlled Reader D-7 "Pelorus Jack" DD-9 "Fairy Penguins" DD-24 "The Wolverine" | |
| Poem: "Seal Lullaby" | Kipling writes a lullaby for a seal baby | | | |
| Selection: "A Sea Family" | Baby sea otter learning survival | Judging the validity of statements; locating information | Reader's Digest 4 "Manners in Animal Land" "Natoonik-Wise Gay Hunter" | |
| Selection: "The Snowshoe Rabbit Escapes" | How the snowshoe rabbit escapes dangers | Main idea; writing titles; outlining | | |

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| Basal Selections | | | Supplementary Materials | |
|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Selection: "The Captive Swans"<br><br>Poem: "Ducks' Ditty" | Trumpeter swans that do not migrate | Main idea; drawing on outside sources of information; making judgments | Controlled Reader D-12 "Fly North, Fly South, Fly Round the World" | Gates Peardon Elem. SA |
| Selection: "Sur-Dah, the Lion" | The law of the jungle allows few mistakes | Main idea; answering questions about details; outlining; using an index | Controlled Reader DD-4 "Moo and the Lion Hunt" | Gates Peardon Elem. SA |
| Selection: "When You Go to the Zoo" | How the hippo, the polar bear and the camel eat, drink and move. | Making judgments; evaluating information | Reader's Digest 4 "A Kind Word for the Camel" Controlled Reader D-22 "Penguins on Parade" | |

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|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Unit VI Fun and Nonsense Time: Four Weeks | Humor that ranges from whimsy and fun with words to outrageous exaggeration | | Reader's Digest 4 "Mama Spanks Me" Controlled Reader D-24 "April Fool's Day" DD-3 "Rhyming Billy" | |
| Selection: "Freddy the Detective" | A person who makes a bet must expect to be taken up on it | Defining author's expression; learning the meaning of relevance | | |
| Selection: "How Baseball Began in Brooklyn" | A humorous interpretation of the history of baseball involving Dutch boys and Indians | Sequence | Controlled Reader DD-15 "A Baseball for Richard" | |
| Selection: "The Wedding of the Hawk" | African folktale explaining how the hawk, lizard, guinea, mantis and snake came to be the way they are | Cause and effect; context; main ideas and supporting details | | Gates Peardon Elem. SA<br>Gates Peardon Elem. RD |

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| | Basal Selections | | Supplementary Materials | |
|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Selection: "Gone is Gone" | The Common human weakness of believing that the other fellow has an easier life than we do | Main ideas and supporting details; forming associations | | Gates Peardon Elem. SA<br>Gates Peardon Elem. RD |
| Selection: "The Five Chinese Brothers" | A tall tale from China | Context clues; remembering story details | | Gates Peardon Elem. RD |
| Poems: "The Polar Bear"<br>"How Doth the Little Crocodile"<br>"Jonathan Bing"<br>"Timbuctoo" | Humorous poetry | | | |
| Unit VII To the Rescue<br>Time: Four Weeks | There are many kinds of heroes and many kinds of situations that bring forth acts of heroism | | Reader's Digest 4 "Bloodhounds on the Trail"<br>Controlled Reader D-21 "Dr. Livingston I Presume"<br>DD-6 "The Last Hill" | |

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| | Basal Selections | | Supplementary Materials | |
|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Selection: "Little Vic" | A race horse and an exercise boy lose courage but heroically save some campers in a race against time | Details; context clues | Controlled Reader D-3 "Peggy and Prince" | Gates Peardon Elem. FD |
| Selection: "The Birds That Saved the Harvest" | Gulls save the crops of early Utah settlers from plague of crickets | Main idea; details | | Gates Peardon Elem. FD |
| Selection: "John Hudson's Surprise" | Son of Henry Hudson shows potentiality for leadership early | Making inferences; reading orally; map reading | | Gates Peardon Elem. FD |
| Poem: "Washington" | A real hero who came to the rescue of his country | | | |

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|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Selection: "Adventure at the Falls" | An Indian saves a boy swept away at Niagara Falls | Details; main idea; context clues | Reader's Digest 4 "The Riddle of Rocky Gorge" | Gates Peardon Elem. FD |
| Selection: "The Meaning of the Word" | A choice of responsibilities in the Corn Belt of the Midwest | Judging and evaluating; following directions; context clues | | Gates Peardon Elem. FD |
| Poem: "A Nation's Strength" | Emerson's ideas of the things that make a nation or a country strong | | Controlled Reader DD-5 "Marine Corps Boot Camp" | |
| Unit VIII Neighbors Round the World | | | | |
| Poem: "Maps" | How maps stir the imagination | Choral reading | | |

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|---|---|---|---|---|
| Stories and Poems | Topics | Skills | Topics | Skills |
| Selection: "The First Lamb" | A poor shepherd in the mountains of Algeria | Main ideas, supporting details; sequence | Controlled Reader D-4 "Good Shepherd" D-11 "Joseph" | Gates Peardon Elem. FD |
| Selection: "Lars and the Wolves" | In Lapland every member of a family must join in the fight for survival | Recalling story details in making comparisons | | Gates Peardon Elem. FD |
| Selection: "Tu-Tu, the Mongoose" | A brother and sister tame a mongoose on the island of Martinique in the Caribbean | Cause and effect | Controlled Reader D-16 "When the Mermaid Lost Her Head" | Gates Peardon Elem. FD |
| Selection: "When Totaram Washed the Elephant" | A boy learns a lesson about teasing | Comparing India and America, map reading | | Gates Peardon Elem. FD |
| Poem: "The Fisherman" | Portuguese fisherman | | | |
| Selection: "Man of the Family" | Kindness and courtesy on a Greek island | Sequence, thinking beyond the story | | Gates Peardon Elem. FD |

## MULTI-LEVEL USE OF SUPPLEMENTARY MATERIAL

The following filmstrips and stories were not recommended for specific correlation with the basal text. These may be utilized at any grade level to provide for individual needs of the group.

Controlled Reader Stories Not Correlated with Basal Text - Level 4-D

D 1 - "Swamp Snake"
D 5 - "The Palace Made by Music"
D13 - "The Many-Colored Serape"
D15 - "The Little Mermaid"
D19 - "A Day in Korea"
D20 - "Clouds"
D22 - "Penguins on Parade"
D25 - "Albert Schwitzer"

Controlled Reader Stories Not Correlated with Basal Text - Level 4-DD

DD 7 - "Tips on Eating"
DD11 - "Joseph"
DD12 - "Smog - Enemy of the City"
DD14 - "The Great Alaskan Earthquakes"
DD17 - "The Smoke-eaters"
DD19 - "Day-old Bread"
DD22 - "Mother's Cabbage Soup"
DD23 - "Manfred von Richthofen"

Reader's Digest Stories Not Correlated with Basal Text - Level 4

"Nature's Super-Senses"
"A Home for Ted"
"Underground Fairyland"
"Annie Oakley"

Reader's Digest Stories Not Correlated with Basal Text - Level 4 (Cont'd)

"Last Escape"

"Conversation With a Bird-Spotter"

"Balsa, Nature's Wonder Wood"

"Hot Magic"

"Chesapeake Shell Game"

"Flood"

Controlled Reader Stories Not Correlated with Basal Text - Level 5-E

E 1 - "New Boy at Tanglewood"

E 3 - "The Money Maker"

E 4 - "Singing Wire"

E 8 - "Mystery in the Old House"

E 9 - "The Meaning of the Word"

E10 - "The Meaning of the Word"

E11 - "Greased Lightning"

E14 - "Toby's Otter"

E16 - "The Great Frog War"

E23 - "Herbert's Front Walk"

E24 - "Turtles in the House"

Controlled Reader Stories Not Correlated with Basal Text - Level 5-EE

EE 1 - "The Lemon Ice War"

EE 3 - "The Runaway"

EE 5 - "The Wax People"

EE 8 - "The Lazy Koala"

EE 9 - "Ma Haller Pins on the Badge"

EE11 - "The Fighting Seabees"

EE13 - "Giant Meets Lee"

EE14 - "New Cop on the Beat"

EE16 - "Water, Water, But Not Everywhere"

EE18 - "Dick Whittington's Cat"

Controlled Reader Stories Not Correlated with Basal Text - Level 5-EE (Cont'd)

EE21 - "A Strange Visitor"

EE22 - "The Golden Touch"

EE23 - "Saturday Morning"

EE24 - "Adventure in Cnossus"

Reader's Digest Stories Not Correlated with Basal Text - Level 5

"Mothers of the Wild"

"Sheik Justice"

"A Letter for Bobby"

"Old Slowpoke, the Possum"

"History As Tree Rings Tells It"

"Sea Lions"

"Porky - Nature's Pincushion"

"Winter Wonder"

"Shoes for the Children of Drancy"

"The Builders of the Bridge"

"Hero in Shining Feathers"

"Engine Number 999"

"Hawaii: Island Paradise"

"The Sergeant and His Shoeshine Boys"

Controlled Reader Stories Not Correlated with Basal Text - Level 6-F

F2 - "R.F.D."

F3 - "The Sea Captain and the Albatross"

F4 - "Fair Trader"

F5 - "Get 'Em While They're Hot"

F6 - "Only a Miracle"

F 9 - "The Would-Be Wizard"

F11 - Part II "Escape on Ice"

F13 - "First Man Across"

F14 - "Over the Alps"

F16 - "The Golden Cities of Cibola"

Controlled Reader Stories Not Correlated with Basal Text - Level 6-F (Cont'd)

F18 - "A Man of Words"

F20 - "Scarce As Hen's Teeth"

F23 - "It's the Ham in Them"

F24 - "Adventures of a Scientist"

Controlled Reader Stories Not Correlated with Basal Text - Level 6-FF

FF 2 - "The Language of the Bees"

FF 3 - "Sasquatch, Monster of Our Time"

FF 4 - "The Swamp Fox"

FF 5 - "A Fight With An Octopus"

FF 7 - "The Spanish Riding School"

FF 9 - "The Desert Rat"

FF12 - "Where the Buffalo Roam"

FF13 - "The Sea-Going Lawnmower"

FF16 - "The Tractor"

FF17 - "A Perfect Father"

FF21 - "The Singing Slugger"

FF23 - "Fire On the Oriskany!"

FF25 - "Medicine Man"

Reader's Digest Stories Not Correlated with Basal Text - Level 6

"Mile-a-Minute Sledding"

"Paul Revere and the World He Lived In"

"My Friend Lora, the Seal"

"Hoofs on the Prarie"

"The Wonder of Wood"

"My Father, Marconi"

"The Flight of the Dragonette"

"They Remembered the Birkenhead"

Controlled Reader Stories Not Corrleated with Basal Text - Level 7-GH

GH2 - "Come for a Spin"

GH4 - "The Glass Works"

GH5 - "Duel at 70 Miles an Hour"

GH6 - "Praying Preyers"

GH7 - "The Liberty Bell"

GH8 - "How Man Learned to Fly"

GH9 - "King of the Prehistoric Monsters"

GH10 - "The Telegram"

GH11 - "The Beast That Never Was"

GH15 - "Stalked by a Grizzly"

GH19 - "Early Days Ashore"

GH22 - "Sam Patch"

GH24 - "The World's Oldest Warship"

Controlled Reader Stories Not Correlated with Basal Text - Level 8-HG

HG1 - "Pokey"

HG2 - "Champion Stock"

HG5 - "Chased By the Trail"

HG6 - "Casey Jones"

HG7 - "The Great Chicago Fire of 1871"

HG8 - "The South American 'Didi'"

HG9 - "They're Crazy Over Rocks"

HG10 - "Homemade Gold"

HG11 - "At Home With the Termites"

HG13 - "The Squires Win Golden Spurs"

HG14 - "America's Strangest Animal"

HG15 - Part I "Charles Goodyear"

HG16 - Part II "Charles Goodyear"

HG17 - "Thar She Blows"

Controlled Reader Stories Not Correlated with Basal Text - Level 8-HG (Cont'd)

HG20 - "Never Monkey With a Baboon"

HG21 - "Before the Circus Comes to Town"

HG22 - "Tracking Counterfeiters"

HG24 - "Haym Solomon"

HG25 - "The Lost Colony of the Confederacy"

Reader's Digest Stories Not Correlated with Basal Text - Advanced

"Why Not Speed Up Your Reading?"

"Twenty Most Common Questions Asked About Dogs"

"How They Captured the Rainbow"

"They Found the New World"

"My Fight with Jack Dempsey"

"The Fiercest Animal on Earth"

"Why Live in Alaska?"

"The Light in the Window"

"The Mystery of the Trace Elements"

"Roger Williams - First Modern American"

## READING STORIES TO CHILDREN

A teacher's comprehensive background of knowledge - of poetry, prose, stories of various kinds, books of different type of content - is very helpful in the motivation and guidance of pupils in reading. An oral reading teacher should love the old gems but keep abreast of the new. She should be alert to the precious tales of childhood and the accomplishments of adulthood. A very fine story can be spoiled by inept reading, but a simple story may be entertaining because a teacher knows it perfectly, has prepared adequately to read it, and presents it with the right tone in a pleasant and considerate manner. A teacher who reads well orally from the best authors and poets will so motivate pupils to read that the time will come when all the pupils of a class will desire to read.[1]

Books or stories chosen to be read aloud to children should be selected on the basis of literary quality and oral readability. Teachers are advised to consult librarians and various lists to be found in professional publications in addition to their own knowledge of children's literature for suggested titles. The list included here was taken from Language Arts Guide, Lexington Public Schools, Lexington, Massachusetts.

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[1]James A. Fitzgerald and Patricia G. Fitzgerald, Teaching Reading and the Language Arts. (Milwaukee: The Bruce Publishing Company, 1965).

SUGGESTED STORIES FOR ORAL READING BY THE TEACHER - GRADE 4

Bishop, Claire. Twenty and Ten. Viking, 1952.

Carlson, Natalie S. Alphonse That Bearded One. Harcourt, 1954.

Carroll, Lewis. Alice in Wonderland.

De Jong, Meindert. Tower by the Sea. Harper, 1950.

De La Mare, Walter. Tales Told Again. Knopf, 1959.

Dickens, Charles. A Christmas Carol.

Eager, Edward. Half Magic. Harcourt, 1954.

Enright, Elizabeth. Gone-Away Lake. Harcourt, 1957.

Estes, Eleanor. The Moffats. Harcourt, 1941.

Fleischman, Sid. Mr. Mysterious and Company. Little, 1962.

Gates, Doris. Blue Willow. Viking, 1940.

George, Jean. My Side of the Mountain. Dutton, 1959.

Godden, Rumer. The Doll's House. Viking, 1962.

Hale, Lucretia. The Complete Peterkin Papers. Houghton, 1960.

Henry, Marguerite. King of the Wind. Rand, 1948.

Malcolmson, Anne. Yankee Doodle's Cousins. Houghton, 1941.

Montgomery, Rutherford. Kildee House. Doubleday, 1949.

Sawyer, Ruth. The Enchanted Schoolhouse. Viking, 1956.

Seredy, Kate. The Good Master. Viking, 1935.

## INTRODUCTION TO THE SPELLING PROGRAM

The purpose of the spelling program is to teach pupils to spell words they will use in their written expression. To accomplish this, spelling should be introduced in a meaningful situation. If a child does not know or understand a word, he will not use it in his written or oral language.

The method used in our text, Sound and Sense, is explained in the teacher's edition. The success of the spelling program will depend on how adequately this method is implemented. The teacher's effort should be directed toward the efficiency with which she uses this method.

The development of spelling ability is not limited to what is done in periods specifically devoted to teaching spelling. Pupils learn to spell many words by reading. As reading abilities are developed, spelling is improved.

Composition contributes much to spelling. Correct spelling is a factor in acceptable written work, and there should be increasing emphasis upon it in intermediate grades and beyond.

Better spelling occurs when shortcomings in speech are overcome. Mispronunciations have been found to be related to disabilities in spelling. Correct pronunciation is an essential step in learning spelling.

Children learn to spell many words in activities outside the spelling class. This points to the need for coordinating instruction in spelling periods with the development of spelling ability in other activities.

A definite plan for correcting spelling errors should exist. The mere checking of spelling errors does little good unless accompanied by an effective plan for learning the words which have been misspelled. The more pupils accept responsibility for detecting spelling errors and learning the misspelled words, the better. Pupils should correct their own trial tests. This focuses the attention of the individual pupil on each word he has misspelled, as well as on the correct spelling of the word. To have each pupil correct his own paper is better than to have pupils exchange papers or to have the teacher correct them. Checking their own papers will help establish the habit and improve the ability of proofreading.

## SPELLING DEMONS

As a result of three independent studies of the words frequently misspelled by elementary school pupils, a combined list has been published in Education Today Bulletin No. 56.

Fourteen words common to all three lists were: coming, every, February, friend, here, know, some, their, there, they, too, two, very, would.

The 225 demons in the combined list are given below, as a guide to teachers in the reduction of spelling errors.

| | | | | |
|---|---|---|---|---|
| ache | another | been | business | clothes |
| again | answer | before | busy | color |
| all right | any | beginning | buy | coming |
| always | apple | believe | came | cough |
| am | around | birthday | can't | could |
| among | asked | blue | caught | country |
| an | babies | bought | children | course |
| and | beautiful | break | choose | cousin |
| animals | because | built | Christmas | dear |

| | | | | |
|---|---|---|---|---|
| decided | for | having | jumped | minute |
| didn't | forty | he | jumping | money |
| different | friend | hear | just | morning |
| doctor | friends | heard | know | mother |
| does | frightened | here | laid | Mrs. |
| done | from | him | let's | much |
| don't | getting | hoarse | letter | my |
| down | goes | hour | like | name |
| dropped | going | how | likes | named |
| early | good-by | I | little | none |
| easy | grammar | I'll | looked | now |
| enough | guess | instead | loose | o'clock |
| every | half | interesting | lose | October |
| everybody | Halloween | it | making | off |
| February | happened | its | many | often |
| fine | have | it's | me | on |
| first | haven't | January | meant | once |

| | | | | |
|---|---|---|---|---|
| one | seems | surprise | threw | want |
| our | separate | swimming | through | wanted |
| people | shoot | teacher | time | was |
| place | since | tear | tired | we |
| play | some | than | to | weak |
| pretty | something | Thanksgiving | today | wear |
| raise | sometime | that's | together | Wednesday |
| read | sometimes | the | tonight | went |
| ready | started | their | too | were |
| received | stationery | them | tried | when |
| right | stopped | then | trouble | where |
| running | straight | there | truly | whether |
| said | sugar | they | Tuesday | which |
| Santa Claus | summer | they're | two | whole |
| Saturday | Sunday | things | until | will |
| says | suppose | though | used | with |
| school | sure | thought | very | woman |

won't

would

write

writing

wrote

you

your

you're

In grade four students should concentrate their efforts on improving their cursive writing skills. All, or nearly all, written work in this grade should be done in cursive writing.

This is not to say that manuscript writing should be forgotten. It is necessary for map work, filling in blanks, posters, etc., and should be maintained. Students should be encouraged to increase the speed of their writing during this year, but even more important than speed is legibility. In this grade, the emphasis should be placed on making strokes in an easy, swinging fashion, pausing only long enough to change direction. With such a rhythmic style, both speed and legibility can be achieved.

By the time students reach the fifth grade, they have had considerable practice in developing the skills needed for a legible handwriting. The fifth grade work should emphasize fluency by giving additional practice and concentrate on eliminating any weaknesses that remain.

By the time students reach the sixth grade, they should have acquired all the skills necessary for good handwriting. It is important that the work of this year be organized to insure that each student gains these essential skills. Continued

practice and self-evaluation are necessary for improvement in the use of these skills.

Teachers at every grade level should call a halt to poor writing habits and hold every student to established standards of neatness and legibility. If every teacher, especially those in departmentalized situations, consistently refused to accept careless, haphazard written work, penmanship would improve. Praise those students who do improve. Even junior high students respond to encouragement and appreciation of their efforts.

## HELPFUL HINTS FOR THE TEACHING OF HANDWRITING

1. Make a definite plan for each lesson, changing the type frequently to arouse and maintain interest.
2. Study and practice the letters before attempting to demonstrate on the chalkboard.
3. Check the commonly made errors in letter formations, and give special drill on them.
4. Compare writing with early attempts to note degree of growth. Keep a progress folder.
5. Encourage good posture by commending those who are showing improvement.
6. Help the child to understand the following terms: slant, undercurve, retrace, uniform, size, movement, and rhythm.
7. Provide practice at the chalkboard and on paper to help the child develop a feeling of rhythm and to acquire the habit of writing rhythmically.
8. Line the chalkboard which is to be used for demonstration.
9. Encourage expressions from the child as to the faults in writing and the remedy for the same.
10. Form the habit of neatness and orderliness in all written work.

Pre-Test and Post-Test
Noble and Noble Publishers, Inc.

> I realize how important it is to improve the quality of my handwriting. I expect to practice the exercises in this book every day. I know that they will help me to judge my handwriting and to develop the easy flowing style that I need.

This test contains every letter of the alphabet. Dictate it to your students at the beginning of the year, before their study of handwriting for this grade. They should write in cursive style as you dictate the test. Their test papers should then be made the basis of your lessons for several weeks. During this time, you should also teach them how to check their handwriting for the Six Handwriting Skills which contain the essentials of all good handwriting. They include:

1. Size - height of letters
2. Slant - uniform slant, parallel down-strokes
3. Shape - width of letters, their similarity to the models
4. Spacing - within a word and between words
5. Sitting on the base line - alignment
6. Style - neatness, clean work, proper margins

After your students have studied the results of this test, the papers should be saved and compared to their results on the final test they will take at the end of the year.

# LISTENING

Listening is the primary skill of the language arts, for it is through listening that the baby is aware of speech. He learns to form words through imitation of the sound he hears.

This primary nature of listening tends to make us consider it a natural skill, one that is known by everyone and does not require teaching. We should not assume that listening will take care of itself.

To promote effective listening, teachers should be aware of the assistance they can provide to pupils. The physical conditions of the classroom should be checked. Little attentive listening will be done in a room that is poorly ventilated, overheated, or unusually cold.

Vary the routines of teaching so that children do not become overly fatigued or bored. The listening attentiveness of young children is relatively short. Long periods of uninterrupted listening are less effective than are short experiences interspersed with more active learning activities.

Plan learning activities to include more speaking by children and less by the teacher. The majority of the speaking is often done by the teacher, with relatively infrequent opportunities for students to speak. Children who are involved in an

activity listen more readily, more attentively, for there is a reason to listen.

The teacher should set the style in listening. How the teacher listens to children may influence their habits of listening. The teacher who obviously is not sufficiently interested in a child's presentation before the class cannot expect the class to listen.

To listen is an effort, and just to hear is no merit. Listening is a skill needed by every person every day. The teacher should be aware of the importance of listening and realize that listening skills must be taught. Materials are rapidly appearing on the market to assist the teacher in providing instruction in these skills.

## LISTENING ACTIVITIES AND MATERIALS

### ACTIVITIES

Listening to tape recordings--music, poetry, plays, reports, stories, speeches.

Listening to sound motion pictures for information relevant to content areas.

Listening to choral readings. Participating in choral reading.

Listening to directions. Giving directions.

Listening to stories. Telling stories.

Listening to messages delivered by the public address system. Special activities could be planned for a class in order that specific directions of instructions are given to students in one room or grade.

Participating in conversations and discussions.

Participating in plays, programs, assemblies, radio and television programs, and producing recordings (tapes and records).

Planning listening activities and evaluations of the activities.

Developing class standards for effective listening.

Constructing a listening chart for recording listening progress.

Playing listening games.

Establishing a listening corner in a classroom, stocked with records, record players, tapes and tape recorders, so that the students may engage in independent listening activities.

Providing opportunities for students to utilize receptive and expressive communication skills.

MATERIALS

(These are supplementary materials which a teacher may need to acquire. This is not a list of basic materials, i.e., records, record player, tape recorders, earphones,etc.)

Tapes: Read and Listen tapes with accompanying workbooks produced by the Educational Development Laboratories.
SRA Listening Tapes with accompanying workbooks produced by Science Research Associates

Skill Builders: Listening Skill Builders which are included in most of the SRA Reading Laboratories produced by the Science Research Associates.

Filmstrips: Tachist-O-Films for the improvement of learning produced by the LTS, Incorportated, Texas Educational Aids, 4725 Main, Houston, Texas 77002.

Audio Reader: Tapes and worksheets for oral fluency produced by Califone, Texas Educational Aids, 4725 Main, Houston, Texas 77002.

Books for skill games and activities in listening:

Wagner, Guy, Max Hosier, and Mildred Blackman. Listening Games, Building Listening Skills with Instructional Games. Darien, Connecticut: Teachers Publishing Corporation, 1960.

Russell, David H. and Elizabeth F. Russell. Listening Aids Through the Grades. New York: Bureau of Publications, Teachers College, Columbia University, 1959.

Various language arts text books which are designed to serve college method courses for instruction in the language arts.

# LITERATURE

It happens sometimes that literature, its objectives, and its place in the elementary school are confused with reading, its objectives, and its place in the elementary schools. It should be kept in mind that the literature lesson and the reading lesson are not the same. We teach reading in school so that children will learn to read. We teach literature so that children will want to read for their own pleasure. With these distincitons in mind, a consideration of the teacher and literature in the elementary grades is in order.

The teacher holds the key to the success of a literature program. In teaching literature, the teacher should become a willing participator in the lesson. To do this, the teacher first needs to know books. The teacher must also communicate a sincere enjoyment in the literary materials being read. It is useless for teachers to try to interest children in reading something that they themselves do not find enjoyable.

The teacher should present a broad range of materials to the children so that their choices can be made from a broad base. Personal preferences of the teacher, even though narrowed down to one or two types of literature, should not be an obstacle to this presentation.

How are we as teachers going to be sure that our students read good literature outside of the classroom? The usual answer will be, "Make them give book reports." The

children themselves will ask, "Why do we have to have book reports?"

"Because I need to know what you're getting out of the book," will be the teacher's answer.

The book report usually tells the author's name and book title, the locale, theme, and the plot told in the reporter's own words. Sometimes the reader's opinion of the book is required. The report may be either oral or written.

There exists an alternative to book reports, book introductions. A book introduction is a plan for children and a book to meet each other. Enough is told about the book introduced so as to make further acquaintance easier and desirable. The introduction usually includes the name of the author and title and some incident in the story preferably read aloud so that the exact words of the story itself can be shared. The plot is not disclosed nor are surprises in the story given away. Book recommendations are usually oral. Book reports differ from book recommendations mainly in that the book report's attention is on the reporter, whereas in the book introduction, the attention is focused on the book.

# ORAL COMPOSITION

By far the greater number of people speak their language without writing it. The length of time that writing has been in use is short in comparison with the length of time spoken language has been in existence. The language an individual speaks remains throughout his life the most utilized method of communication with his fellow man.

The normal child vocalizes shortly after birth and progresses from about seven sounds in the first two months of life to a rate as high as thirty thousand words a day by the age of six.[1]

In planning language development, it is important to consider two problems: (1) how to develop new abilities, habits, and skills of expression; and (2) how to guide each child to change from ineffective or defective language habits to effective and acceptable ways of communicating with others.

Speaking, which was so frequently used in preschool periods must be restrained to

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[1]John E. Anderson, "Principles of Growth and Maturity in Language", Elementary English Review, 18:250, November 1941.

some degree in school. The child must learn that speaking is not just a matter of saying anything and everything that comes to mind. The etiquette of communicating with others involves listening and giving thought to the expressions of others. A child should learn to meet people with poise, to speak clearly in all situations, to use an acceptable vocabulary in good taste, and to develop competence in listening and speaking.

Teachers have the responsibility of making children sensitive to "levels" of oral communication. Classes and individuals in classes differ enormously in their backgrounds. Playground English will differ from the structures set forth in the English text. Teachers must avoid stating flatly that substandard English is "bad" or "unacceptable". The text and the teacher give what help they can in presenting standard forms and explaining that this is the kind of English used in colleges, business, government, and in exercises for English and other subjects in school. Accept what the child says and with careful modeling of both text and teacher, effective and acceptable oral communication can be developed.

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